|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| In planning and guiding what children learn, practitioners must reflect on the different rates at which children develop and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are:   * **playing and exploring** - children investigate and experience things and ‘have a go’; * **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements; * **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.   In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children’s learning in all areas. | | | | | | | |
| **EYFS DT Skills** | | | | | | | |
| **Textiles**  Explore threading and weaving.  To apply threading and weaving to a material  To apply a design to a relevant audience. | | | **Structures**  Improving fine motor/scissor skills with a variety of materials.  To join materials in a variety of ways (temporary and permanent).  To join different materials together.  To evaluate against plan. | | | | **Food**  To design a recipe.  To chop.  To describe textures and taste. |
| **EYFS DT Knowledge** | | | | | | | |
| **Autumn All About Me / Autumn/ Harvest- Junk Modelling** | | | | | | | |
| Explore and investigate   * LO- To explore and investigate the tools and materials in junk modelling area. * LO- To explore different ways to temporarily join materials together. * LO- To develop scissor skills and to investigate cutting different materials. | | Make   * LO- To make a model using the resources planned. | | | | Evaluate   * LO- To share a finished model and talk about the processes in its creation. | |
| **Spring Around The World / Traditional Tale- Soup** | | | | | | | |
| Explore   * LO- To explore fruits and vegetables and the differences between them using adjectives to describe how they look, feel, smell and taste. * LO- To explore a butternut squash using the five senses. | | Make   * LO- To help make soup. * To design food packaging. | | | | Evaluate   * LO- To evaluate the process | |
| **Summer Spring and Growth / The Far- Bookmarks** | | | | | | | |
| Explore   * To develop threading and weaving skills. | Make   * LO- To practice and apply weaving skills to a specific material e.g. paper. * LO- To practice and apply threading skills with specific materials e.g. hessian and wool * Lo- To create a textiles product (bookmark) following their own design. | | | Evaluate   * LO- To reflect with children on how they have achieved their aims. | | | |
| **Key Vocabulary** | | | | | | | |
| Join stick cut bend slot lift open measure bigger shorter longer taller thicker thinner rough smooth bumpy glue bottle top | | | | | | | |
| **Link to Year 1:** | | | | | | | |
| The Aims  ♣ Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.  ♣ Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users  ♣ Critique, evaluate and test their ideas and products and the work of others  ♣ Understand and apply the principles of nutrition and learn how to | | | | | Subject Content  Design   *  Design purposeful, functional, appealing products for themselves and other users based on design criteria. *  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   Make   * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.   Evaluate   * Explore and evaluate a range of existing products evaluate their ideas and products against design criteria   Technical knowledge   * Build structures, exploring how they can be made stronger, stiffer and more stable * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | | |